

## EFFECT OF GENDER AND INDIVIDUAL THOUGHT ON THE ACADEMIC ATTAINMENT OF SECONDARY SCHOOL STUDENTS

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### **ABSTRACT**

*This research was undertaken with view to explore the belongings of gender and individual thought on the academic attainment of secondary school students. Individual thought is a collection of beliefs about oneself. It is being realised that high Individual is related to high academic presentation and the other way round. This study was conducted on a sample of 200 students studying in class IX in the various CBSE affiliated schools in Darbhanga city. Out of 200 students, 100 students were male and remaining 100 were female students. For sampling, purposive sampling method was employed. A schedule was prepared to measure biographical information, academic attainment on the basis of previous examination result and Individuals developed by Saraswat (1984). The Individual scale was a 48 items scale each measuring on a 5-point scale. This inventory measures six separate dimensions of Individual, viz., physical, social, intellectual, moral, educational and temperamental Individual. In order to test hypothesis that there would a significant difference in the Individual of boys and girl students, t-test was applied. The result indicates significantly higher physical, temperamental and educational Individual was perceived by boys than girl students. To measure the relation between various dimensions of Individual and academic attainment, Pearson's coefficient of correlation was computed. Results indicate that except physical aspects of Individual, all dimensions of Individual of the respondents positively correlated with the academic attainment. Results were discussed in the light of relevant literature.*

**KEYWORDS:** *Individual Thoughts and Academic Attainment*

### **INTRODUCTION**

This research was undertaken with view to explore the effect of gender and Individual on the academic attainment of secondary school students. If we look at the current scenario, education has a vital role to play in the economic and social development in our country. Education is the need of the hour to promote the academic attainment of students, who form the concrete foundation for the development and growth for the country. It is the academic attainment which is directly related to students' growth and development of knowledge in an educational situation.

Academic attainment of students is very effectiveness not only for schools but the future of our young generation as well. It is also important for our nation for overall development. McLeod (2008) defined Individual as how someone thinks about, evaluates or perceives them. According to Baumeister (1999), a Individual is the individual's belief about himself or herself, including the person's attributes and who and what the self is. Lewis (1990) suggests that development of a concept of self has two aspects: (1) The existential self and (2) The categorical self. The existential self is the most

basic part of the Individual. It is the sense of being separate and distinct from others and the awareness of the constancy of the self (Bee, 1992). The child realises that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis, awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. The categorical self, on the other hand, is developed when one realised that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced so the child is becoming aware of him or herself as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age ("I am 3") and gender ("I am a girl").

Individual is a collection of beliefs about oneself that includes elements such as academic performance (Bong & Clark, 1999), gender roles, sexuality, and racial identity (Hoffman, 2004). Generally, Individual embodies the answer to "Who am I?" The Individual is also known to the terms like self-construction, self-identity, self-perspective, self-structure etc. (Myers, 2009). Kumari and Chamundeswari (2013) opined that Individual is the cognitive aspect of self. It is generally refers to the totality of a complex, organised and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. The findings of the study revealed that students belonging to central board schools were better in their Individual and academic attainment when compared to students from other boards. There is also a significant and positive relationship between Individual and academic attainment of students at the higher secondary level. Kobal and Musek (2000) reported that Individual and academic attainment are mutually interdependent. Some investigations also found national differences concerning the relationship between academic success and Individual.

## LITERATURE REVIEW

Guy et al (2003) tests theoretical and developmental models of the causal ordering between academic Individual and academic attainment. The structural equation model for the total sample supported a reciprocal-effects model, indicating that achievement has an effect on Individual (skill-development model) and that academic Individual has an effect on achievement (self-enhancement model). This pattern was replicated in tests of invariance across the 3 age cohorts and did not support the developmental hypothesis that skill-development and self-enhancement models would vary with age.

Huang (2011) examined the relation between Individual and academic attainment in 39 independent and longitudinal samples through the integration of meta-analysis and path analysis procedures. Globality/specificity of Individual was the only significant moderating factor in the relation between (a) prior Individual and subsequent academic attainment and (b) prior academic attainment and subsequent Individual. As high Individual is related to high academic performance and vice-versa, intervention programs that combine self-enhancement and skill development should be integrated.

The studies that relate Individual with school or academic performance are exhaustive in the first educational stages as well as higher education (Guay et al., 2010; Möller et al., 2011; Skaalvik and Skjaalvik, 2013). The student's Individual, and the academic Individual within it, has a strong influence on student self-efficacy (Ferla et al., 2009). Additionally, academic Individual significantly correlates with school adjustment in Primary Education (Wosu, 2013; Mensah, 2014) and predicts academic attainment (Marsh and Martin, 2011; Guo et al., 2016).

The results from cross-cultural studies have shown that a negative Individual had detrimental effects on the academic performance of the students from the different samples and countries (Marsh and Hau, 2003; Seaton et al., 2010; Nagengast and Marsh, 2012). Cvencek et al. (2018), when analysing primary school students from a minority group and a majority group in North America, found that the academic performance, as well as the academic Individual of the children from the minority group, were lower as compared to those from majority group. Similar results that show the disadvantage of minority groups in schools are found in other studies (Strayhorn, 2010). According to these results, it would be expected that in the present study children of Amazigh cultural origin obtained lower scores than those of European cultural origin in their academic performance and academic Individual.

In the light of the review of the literatures, the present investigation was conducted with the following objectives:

- To find out the relationship between Individual and academic attainment of students.
- To compare boys and girls on the measures of Individual.

### Sample

This study was conducted on a sample of 200 students studying in class IX in the various CBSE affiliated schools in Darbhanga city. Out of 200 students, 100 students were male and remaining 100 were female students. For sampling, purposive sampling method was employed.

### Measures

A schedule was prepared to measure biographical information, academic attainment on the basis of previous examination result and Individuals developed by Saraswat (1984). The Individual scale was a 48 items scale each measuring on a 5-point scale. This inventory measures six separate dimensions of Individual, viz., physical, social, intellectual, moral, educational and temperamental Individual.

## RESULTS AND DISCUSSIONS

In order to test hypothesis that there would a significant difference in the Individual of boys and girl students, t-test was applied. The obtained result is presented in the Table-1. On the physical dimension of Individual, obtained Mean and SD of boys were 18.45 and 3.50 respectively. Whereas girls obtained Individual Mean and SD were 16.66 and 3.50. The obtained t-ratio is 3.65 which is significant at .02 level of significance. The result indicates significantly higher physical Individual was perceived by boys than girl students.

**Table 1: Gender Difference and Individual**

Dimensions of Individual	Boys		Girls		t-ratio	Level of significance
	Mean	SD	Mean	SD		
Physical	18.45	3.50	16.66	3.50	3.65	P<.01
Social	19.20	3.75	19.37	3.24	.34	p>.05
Temperamental	16.25	4.00	18.34	4.75	3.37	P<.01
Educational	17.34	4.75	19.33	5.85	2.61	P<.01
Moral	18.42	3.64	17.59	3.55	1.62	p>.05
Intellectual	20.00	3.60	19.62	4.08	.69	p>.05
Total	18.20	3.85	18.48	4.16	.49	p>.05

On social dimension of Individual, obtained Mean and SD of boys and girls were  $M=19.20$ ,  $SD= 3.75$  and  $M=19.37$ ,  $SD= 3.24$  respectively. The obtained  $t$  is  $.34$  which is insignificant. Thus, finding indicates no any difference on social Individual. However, reverse finding was obtained on temperamental Individual. Girls ( $M=18.34$ ,  $SD=4.75$ ) reported slightly better temperamental Individual than boys ( $M=16.25$ ,  $SD= 4.00$ ). However, reported  $t$ -ratio was  $3.75$  which is significant ( $p>.05$ ). On the moral and intellectual Individual, boys reported higher scores than girls but insignificant difference. On Moral Individual, boys Mean and SD were  $18.42$  and  $3.64$  whereas girls Mean and SD were  $17.59$  and  $3.55$  respectively. The obtained  $t$ -test is  $1.62$  which is insignificant at  $.05$  level. Thus, it can't be said that girl students had high moral Individual than their counterparts. Similarly, on intellectual dimension boys scored comparatively high ( $M=20.00$ ,  $SD=3.60$ ) than girl students ( $M=19.62$ ,  $SD= 4.08$ ). The obtained  $t$ -ratio was  $.69$  ( $p>.05$ ). Thus, results signify no difference in intellectual Individual in boys and girls. The overall Individual scores obtained by boys and girls were also not different. Boys scored lower ( $M= 18.20$ ,  $SD=3.85$ ) than girls ( $M=18.48$ ,  $SD=4.16$ ). The obtained  $t=.49$  ( $p>.05$ ) signifies no difference in the overall Individual between boys and girls.

The above results reflect some interested and innovative findings. It was traditionally assumed that boys having better outside exposure and different ways of socialisation excel better on Individual than girls. This notion is true some extent in physical Individual. The changing attitude toward girls of parents and other persons and government initiatives for emphasis on girl's education through various schemes, the Individual has improved beyond one can expect. Girls doing well in all examinations better performed in almost all arena of our life. As a result, moral and intellectual level, girls are edged over boys. In Bihar, Cycle Yojna, PoshakYojna, Scholarship Schemes etc. has tremendous effect on girls. If we look at the enrollment and presence of girl students in comparison to boys in the class room, we find a sea level changes in their mind-set. Now, people are talking about reservation for male students.

Previous research findings, however, revealed mixed results. Kaur and Singh (2017) on study is conducted to measure the Individual among adolescents in context to gender, location of area (rural & urban) and types of schools (Government & Private). The results show that males were having better Individual than females. There were no differences between rural and urban as well as government and private school adolescents on Individual.

Kulshreshtha (2016) a comparative study on Individual of the boys and girls among school-going adolescent. Results indicated that significant group differences on physical, temperamental and moral. Female students scored lower on physical Individual than male students, but higher on temperamental and moral Individual. Bhat and Netragaonkar (2014) also conducted the study was conducted to compare the Individual and academic attainment of adolescent boys and girls in Srinagar. The study revealed that the adolescent boys have better Individual than the adolescent girls.

To measure the relation between various dimensions of Individual and academic attainment, Pearson's coefficient of correlation was computed. Results are presented in the Table-2. Table-2 indicates that except physical aspects of Individual, all dimensions of Individual of the respondents positively correlated with the academic attainment. If respondents are socially ( $r=.18$ ,  $p<.01$ ), intellectually ( $r=.35$ ,  $p<.01$ ), morally ( $r=.20$ ,  $p<.01$ ), educationally ( $r=.34$ ,  $p<.01$ ) and temperamentally ( $r=.14$ ,  $p<.05$ ) are strong, they will be psychologically independent to make decision and plan out their career and other future prospects. As a result, their academic attainments will be certainly improved.

**Table 2: Correlation Between Dimensions of Individual and Academic Attainment**

Dimensions of Individual	R	Level of Significance
Physical	.13	p>.05
Social	.18	P<.01
Intellectual	.35	P<.01
Moral	.20	P<.01
Educational	.34	P<.01
Temperamental	.14	P<.05
Total	.23	P<.01

Researchers agree that Individual is an important prerequisite for performing well in education. In this account several studies have shown a positive relationship between academic Individual and academic attainment (DeDonno & Fagan, 2013). Moreover, studies have also been conducted to determine the direction of causal relationship between academic Individual and academic attainment. Literatures show that there are three models to determine the direction of the relationship between academic Individual and academic attainment as (i) self enhancement model (ii) skill development model (iii) reciprocal effect model. The self enhancement model proposed that academic Individual is a determinant of academic attainment. The supporters of self enhancement model claim that academic Individual is a primary cause of academic attainment, that means academic Individual foster the academic attainment (Marsh, 2005). In contrast to this, in the model of skill development, academic Individual is a consequence of academic attainment. The supporter of this model claim that the past achievement influences the formation of academic Individual but academic Individual does not improve academic attainment (Marsh & Craven, 2006).

## CONCLUSIONS

On the basis of results discussed above, it was found that except on physical and temperamental Individual, boys and girls were did not differ significantly. There was a significant difference in the overall academic performance of the boys and girls of secondary school. Girls are more likely to have an academic locus of control than boys, and they are also more likely to resist partying and meeting than boys. Students who have scored less academic attainment would develop the lower positive academic belief and confidence, which in the end would develop lower academic Individual. On the other hand, low level of academic Individual will decrease the learning motivation, and interest which would result in poor academic performance.

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